



Read to Be Ready Coaching Network Convening

Module 4

Objectives

- **WHY:** Understand the importance of designing professional learning to meet the needs of adult learners
- **HOW:** Be able to identify the elements of high-quality professional learning sessions
- **WHAT:** Be prepared to plan for high-quality professional learning sessions for interactive read aloud

Agenda

- Building the WHY for professional learning sessions
- Elements of high-quality professional learning
- Lunch
- Model professional learning session
- Tools to use when planning professional learning for interactive read aloud

Group Norms

- Be fully present.
- Actively participate.
- Embrace collaboration.
- Silence cell phones.



Table Talk

- When you consider the content around interactive read aloud, what instructional practices do you anticipate your teachers will need the most support to implement?

All Write Round Robin

- Each person will take turns answering the following question. Everyone records the instructional practices each member suggests. Star the ones that you think also apply to your teachers.
 - What might be some instructional practices related to interactive read aloud on which you will want to provide formal professional learning sessions?

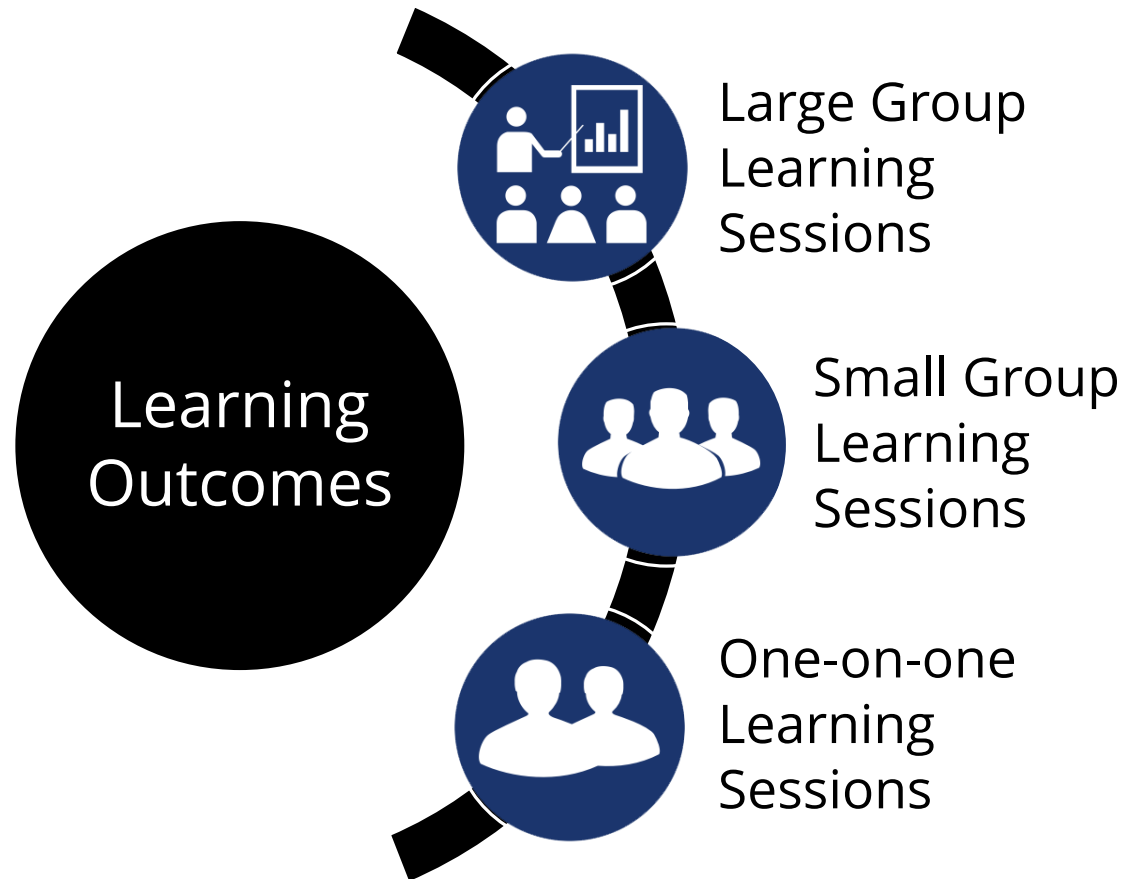
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Learn and Plan

Learning Session Orientation



High Quality Professional Learning

- When you consider formal professional learning that you have participated in that was effective, what elements made it effective?
 - Discuss these elements at your table.
 - Share out whole group.

Tennessee Standards for Professional Learning Ensure Quality

- **LEARNING COMMUNITIES:** Professional learning that increases educator effectiveness and results for all students occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment.
- **LEADERSHIP:** Professional learning that increases educator effectiveness and results for all students requires skillful leaders who develop capacity, advocate, and create support systems for professional learning.
- **RESOURCES:** Professional learning that increases educator effectiveness and results for all students requires prioritizing, monitoring, and coordinating resources for educator learning.

Tennessee Standards for Professional Learning Ensure Quality

- **DATA:** Professional learning that increases educator effectiveness and results for all students uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning.
- **LEARNING DESIGNS:** Professional learning that increases educator effectiveness and results for all students integrates theories, research, and models of human learning to achieve its intended outcomes.
- **IMPLEMENTATION:** Professional learning that increases educator effectiveness and results for all students applies research on change and sustains support for implementation of professional learning for long term change.

What does the research say about professional learning?

- Say Something:
 - Partner with someone with whom you have not worked this week.
 - Both read silently the first section of text. Then Partner A says something in response to the first section of text.
 - Partner B paraphrases.
 - Both read silently the next section of text. Partner B says something and Partner A paraphrases.

What does the research say about professional learning?

- What connections can you make to the standards for professional learning?
- What connections can you make to our own list of high quality professional learning?

Jigsaw Carousel

- Independently highlight words that stand out to you in relationship to your standard.
- With your group, surface the most important ideas about your standard and create a graphic representation of the standard. Consider:
 - What will this look and sound like in practice?
 - Why is this an important element of high quality professional learning?

4 Principles of Adult Learning



Involved adult learners



Adult learners' experience



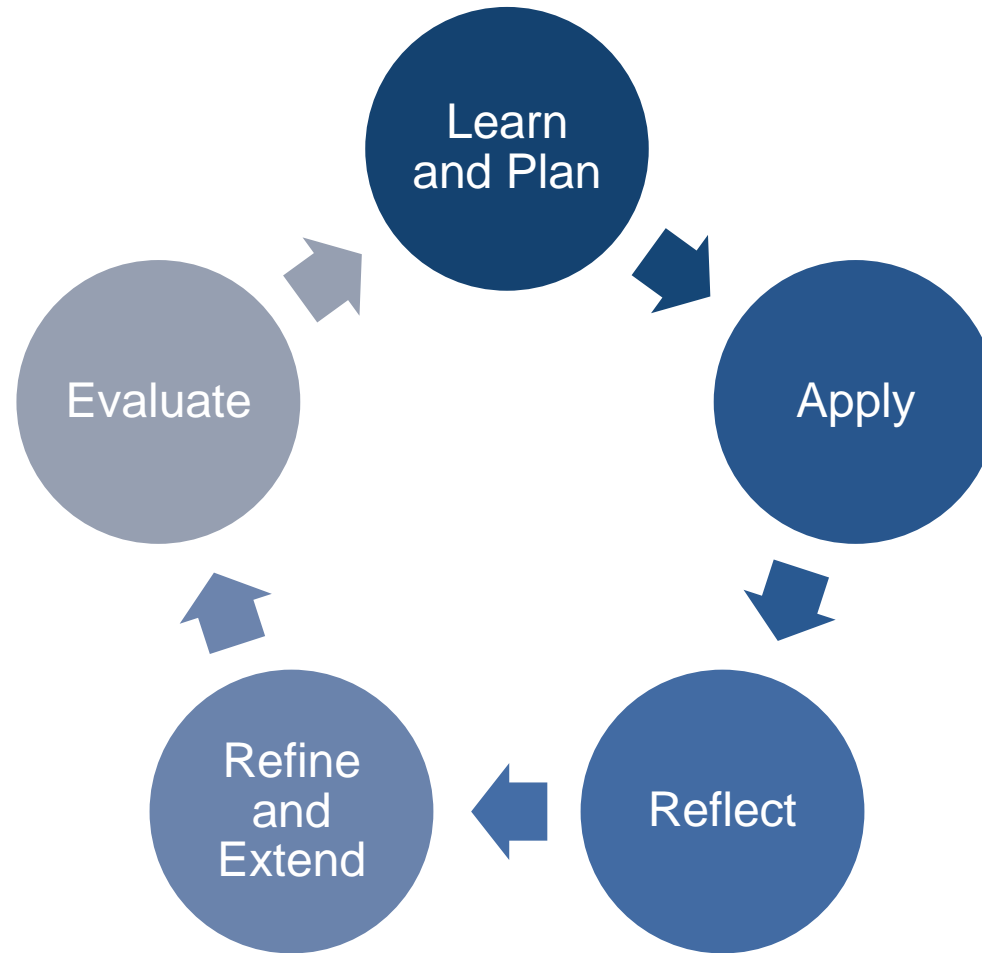
Relevance and impact to learners' lives



Problem centered

Knowles, M. (1984). *The adult learner: A neglected species*. Houston, TX: Gulf Publishing.

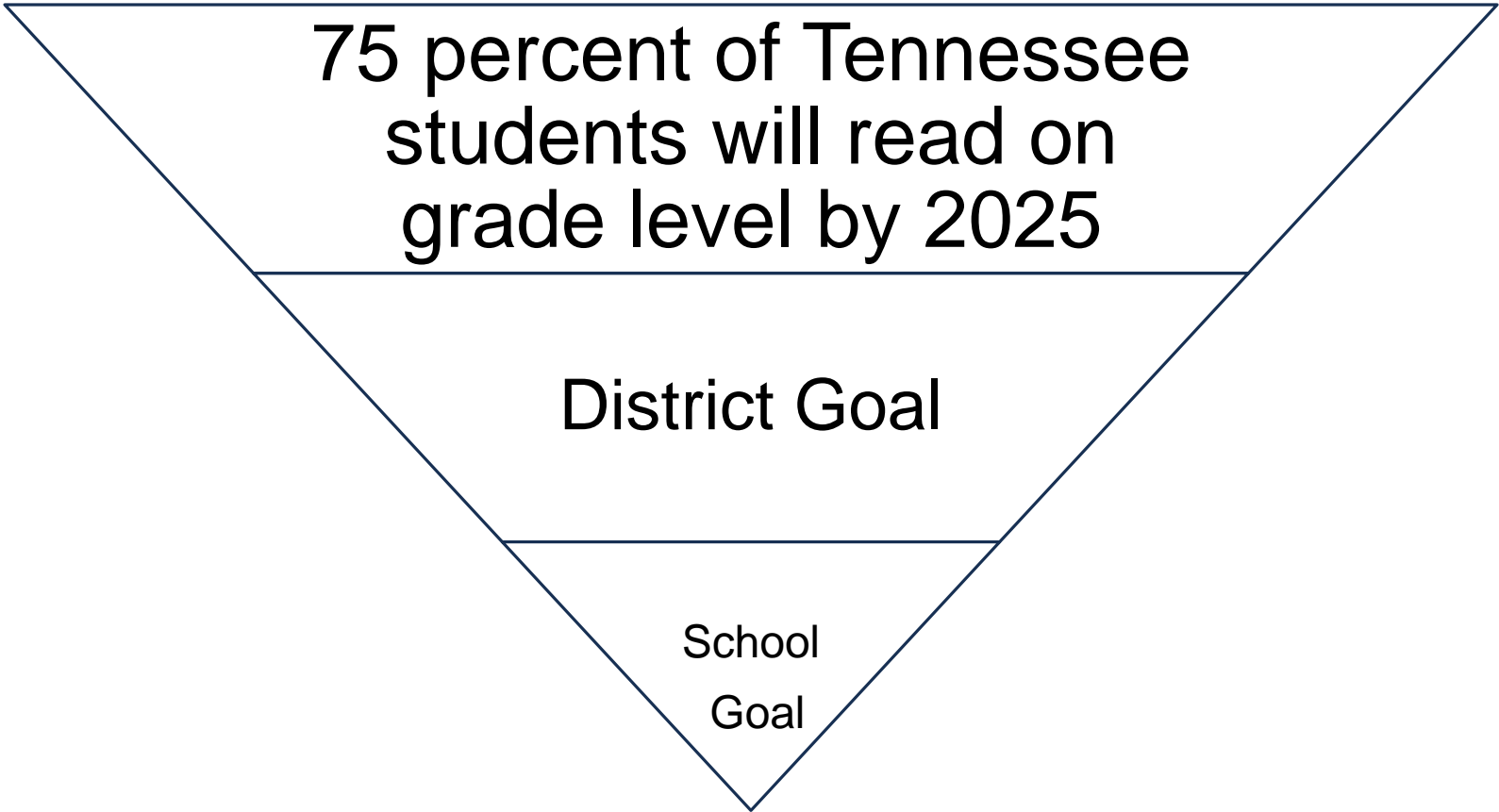
The Coaching Cycle



Make Connections

- A strong sense of purpose is established by participants through the examination of educator, student, and system data, and that examination of data is used by participants to define individual, team, and system goals.
- Goals for new learning are evaluated, refined, and modified collectively through data analysis to create a system of continuous improvement.
- Objectives for the learning are concrete, narrowly focused on specific professional needs aligned to specific student learning needs

Goals and Assessment

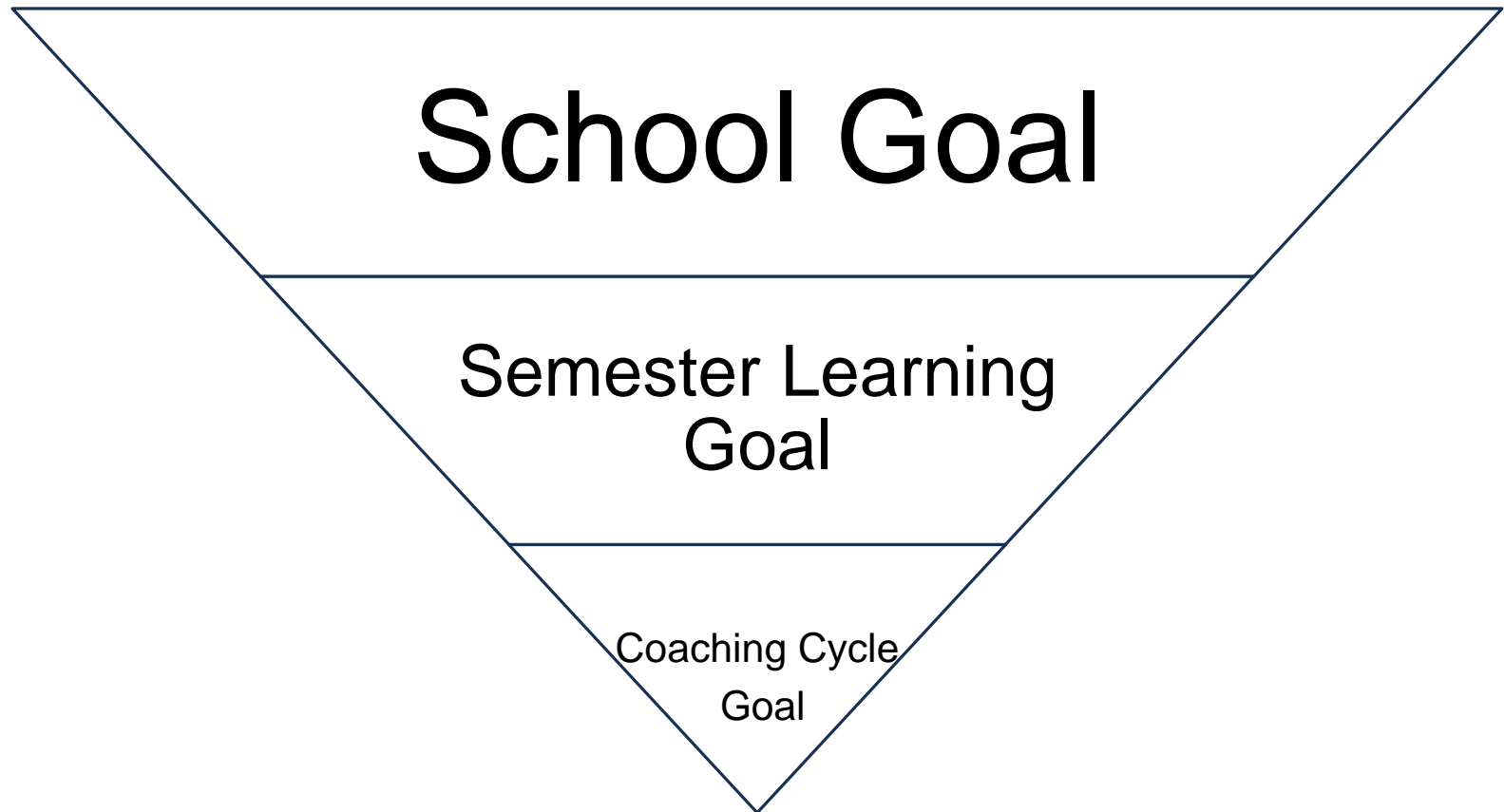


75 percent of Tennessee
students will read on
grade level by 2025

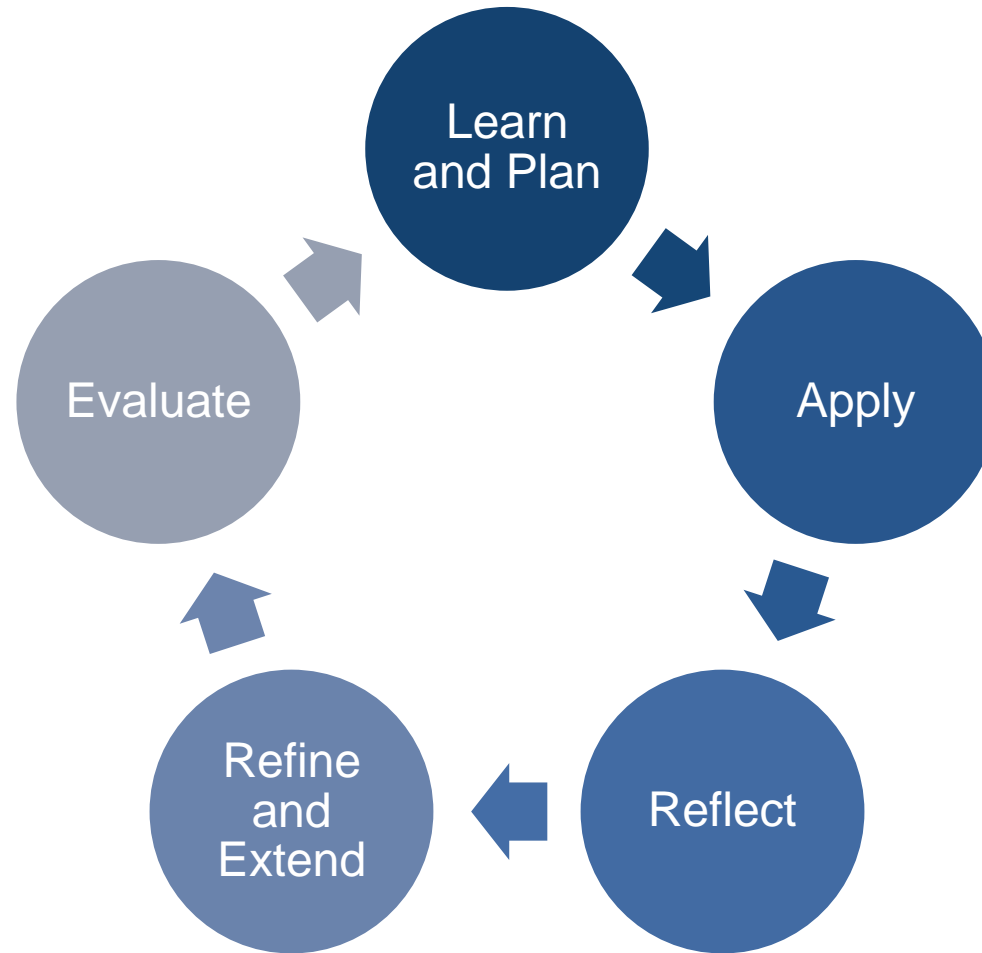
District Goal

School
Goal

Goals and Assessment



The Coaching Cycle



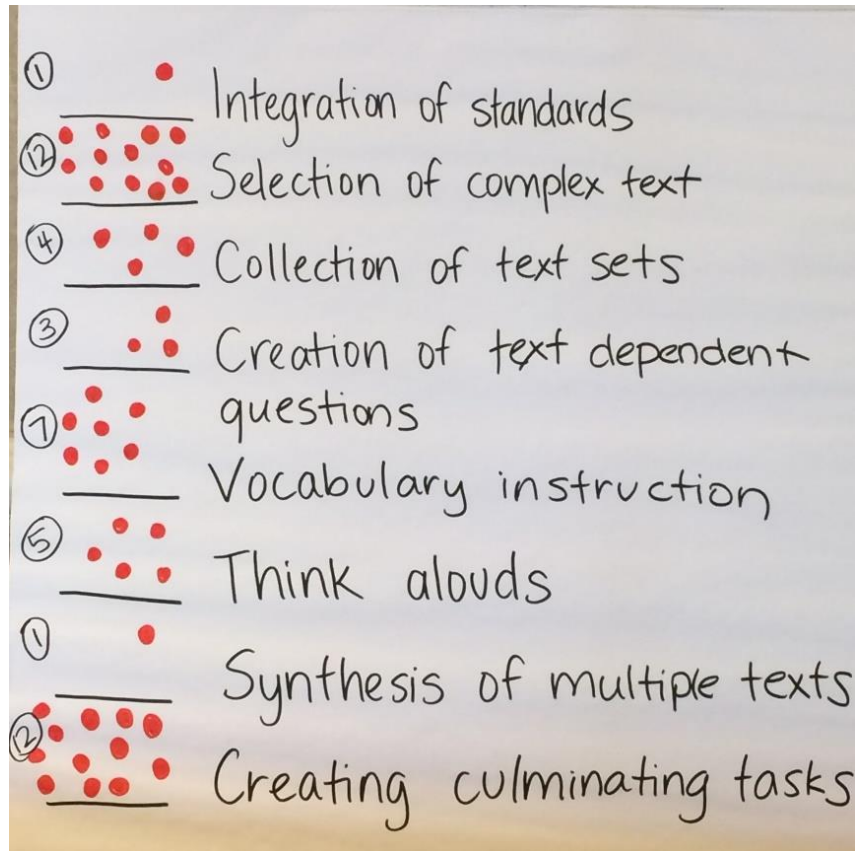
Creating a Semester Plan

- What are my student and teacher needs?
- Where and when will I address them?
 - Afterschool professional learning session?
 - During a PLC?
 - During a collaborative planning session?
- How will I connect each session so that..
 - it creates a connected set of learnings?
 - it builds to our instructional outcome of utilizing interactive read alouds?
 - it results in increasing students access to complex text?

Supporting High-Quality Read Alouds

- What might be some potential support areas for teachers to achieve high-quality interactive read alouds?
 - Integration of standards
 - Selection of high-quality, content-rich, complex text
 - Collection of effective text sets
 - Creation of text dependent questions for literal, inferential, and analytical understanding
 - Implementation of impactful vocabulary instruction
 - Application of think alouds for meaning-making
 - Synthesis of multiple texts
 - Creation of authentic culminating tasks

Example Plan



- After school: Analyze text complexity to select read aloud texts
- PLC: Plan for vocabulary instruction for read aloud
- PLC: Plan for think alouds during read aloud
- Planning: Refine questions with select teachers
- After school: Create high-quality culminating tasks
- PLC: Connect vocabulary instruction and think alouds to tasks

Assess Your Needs

- Take a moment to use the checklist for potential support areas for interactive read aloud.
- Begin to make a plan for when and where you might provide the Learn and Plan portion of the coaching cycle.

Model of a Professional Learning Session

- You are going to step into the role of teachers and attend a professional learning session based on interactive read aloud.
- During this model, we will stop periodically to explain what we are doing as facilitators.
- We will also discuss as a group where these practices are falling on the professional learning feedback tool.

Goal Setting

- Examine the student work on your table.
 - What stands out to you about this work?
 - What types of vocabulary words are students using in their writing?
 - What types of vocabulary words would we like to see students using in their writing?
 - What might be some ways we could support students in using more expressive or precise vocabulary in their writing?
 - How might supporting students in their acquisition of vocabulary support our school literacy goals?

Objective

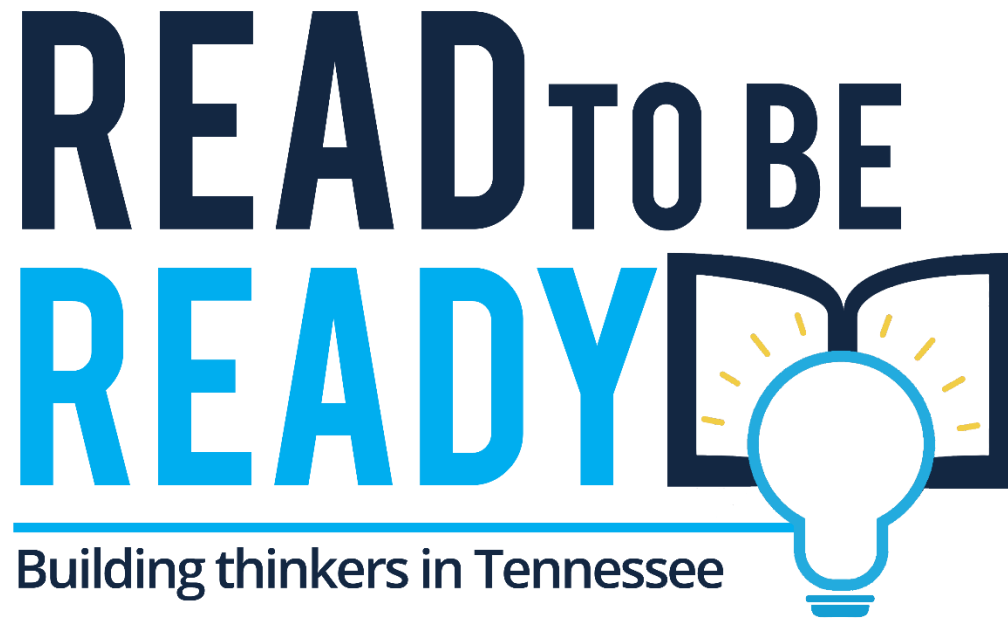
By the end of our learning session, we will be able to plan for vocabulary instruction within our read alouds to increase our students' ability to utilize expressive vocabulary in their writing.

Key Concepts and Ideas

- Choose a partner.
- Read “Promoting Knowledge of Vocabulary through Interactive Read Alouds,” marking key concepts and ideas.
- When you have both finished reading, take turns sharing and exploring the concepts and ideas marked by each partner.

Video

- How is she using the three different types of vocabulary instruction within her read aloud?
- What might be some ways she is assisting students in moving that vocabulary into their own speaking and writing?



Interactive Read Aloud: *It's a Hummingbird's Life*

Video

- How is she using the three different types of vocabulary instruction within her read aloud?
- What might be some ways she is assisting students in moving that vocabulary into their own speaking and writing?

Student Work Table Talk

- What do you notice about the students' use of vocabulary?
- How did Ms. Karen assist students in moving these new vocabulary words into their writing?
- What might be some ways we could assist students in acquiring new vocabulary through our read alouds?

Group Share

- What are some ways you might plan for vocabulary instruction in your next read aloud?
- What might be some things you want to consider as you select your vocabulary words to teach?
- How might you structure your read aloud time to allow students the opportunity to use the words in speaking before they move to writing?

Planning

- Based on our conversations, what modification are you thinking you might want to make to your read aloud practices this week?
- Begin to plan for those modifications. Some tools you might use include:
 - The Vocabulary Planning Sheet
 - The Teaching Vocabulary Through Interactive Read Aloud handout
 - The Vocabulary Routine for Explicit Instruction handout
- Finally, decide what you will look for in student work, discussion, or assessments to assess the impact of your implementation.

Stand Up, Hand Up, Pair Up

- What were some strengths of this professional learning session?
- What were some opportunities to strengthen the professional learning session?
- What might be some things you want to remember as you plan for your own professional learning sessions?

Talking Chips

- What are some important elements of high-quality professional learning?
- What might be some ways that the professional learning you provide for interactive read aloud will be similar to or different from other professional learning that has occurred in your district?

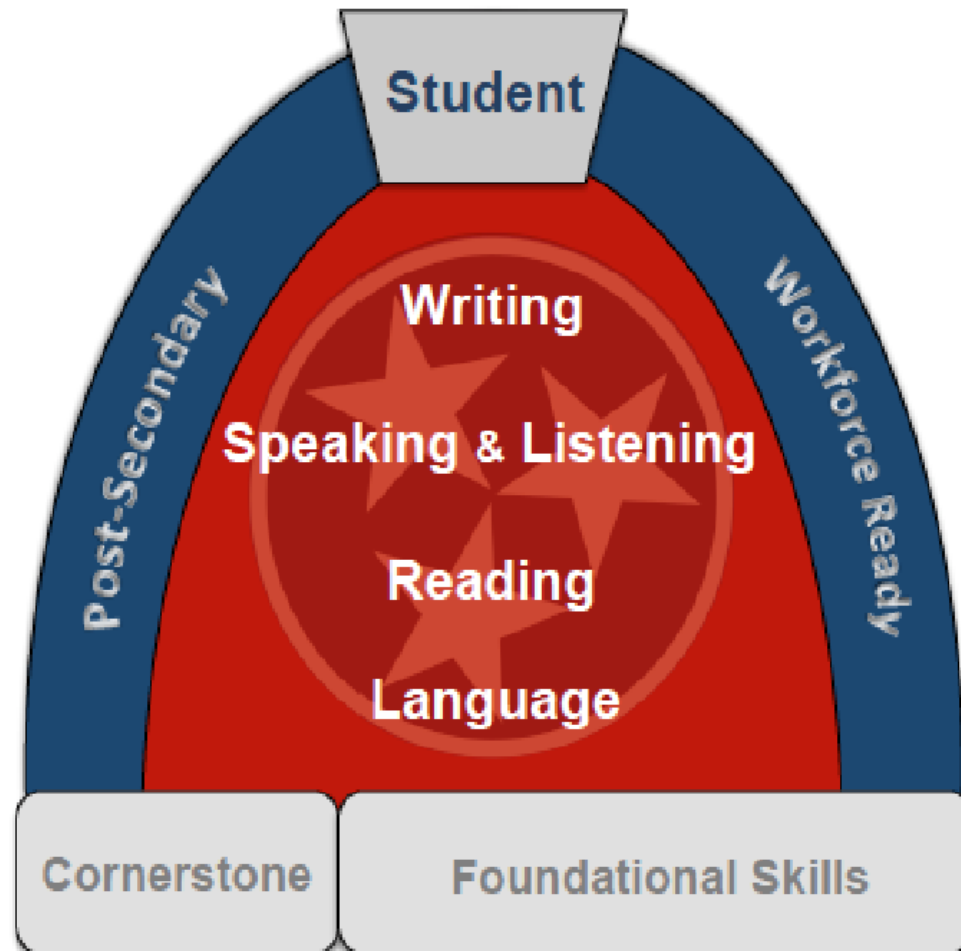
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Interactive Read Aloud Support Tools

Integration of Standards



TENNESSEE STATE BOARD OF EDUCATION

Selection of High-Quality, Content-Rich, Complex Text

Text Complexity Measures

Text complexity encompasses three interdependent measures: qualitative complexity, quantitative complexity, and reader and task demands.

- Quantitatively complex texts provide experience with high-level vocabulary, sentence length, and word structure that build a foundation in the continuum towards postsecondary and workforce preparedness.
- Qualitatively complex texts present interactions with multiple levels of meaning, irregular text structures, unconventional language, and other stylistic features that provide a context for close reading and critical thinking.

In turn, as readers explore both quantitatively and qualitatively complex texts, speaking and writing skills are addressed as they discover multiple ways to express meaning.

A Three-Part Model for Measuring Text Complexity

As signaled by the graphic at right, the Standards' model of text complexity consists of three equally important parts.

1) Qualitative dimensions of text complexity.

In the Standards, qualitative dimensions and qualitative factors refer to those aspects of text complexity best measured or only measurable by an attentive human reader, such as levels of meaning or purpose, structure, language conventionality and clarity, and knowledge demands.

2) Quantitative dimensions of text complexity.

The terms quantitative dimensions and quantitative factors refer to those aspects of text complexity, such as word length or frequency, sentence length, and text cohesion, that are difficult if not impossible for a human reader to evaluate efficiently, especially in long texts, and are thus today typically measured by computer software.

3) Reader and task considerations.

While the prior two elements of the model focus on the inherent complexity of text, variables specific to particular readers (such as motivation, knowledge, and experiences) and to particular tasks (such as purpose and the complexity of the task assigned and the questions posed) must also be considered when determining whether a text is appropriate for a given student. Such assessments are best made by teachers employing their professional judgement, experience, and knowledge of the subject.

English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects
Appendix A: Research Supporting Key Elements of the Standards

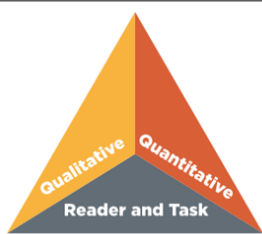


Figure 1: The Standards' Model of Text Complexity

Lexile to Grade Level Correlation

Grade	Independent Reader Measures 25 th percentile to 75 th percentile
1	Up to 300L
2	140L to 500L
3	330L to 700L
4	445L to 810L
5	565L to 910L
6	665L to 1000L
7	735L to 1065L
8	805L to 1100L
9	855L to 1165L
10	905L to 1195L
11 and 12	940L to 1210L

Text Complexity: Qualitative Measures Rubric

INFORMATIONAL TEXTS

Text Title _____	Text Author _____	Exceedingly Complex	Very Complex	Moderately Complex	Slightly Complex
TEXT STRUCTURE		<ul style="list-style-type: none"> Organization: Connections between an extensive range of ideas, processes or events are deep, intricate and often ambiguous; organization is intricate or discipline-specific Text Features: If used, are essential in understanding content Use of Graphics: If used, intricate, extensive graphics, tables, charts, etc., are extensive are integral to making meaning of the text; may provide information not otherwise conveyed in the text 	<ul style="list-style-type: none"> Organization: Connections between an expanded range of ideas, processes or events are often implicit or subtle; organization may contain multiple pathways or exhibit some discipline-specific traits Text Features: If used, directly enhance the reader's understanding of content Use of Graphics: If used, graphics, tables, charts, etc. support or are integral to understanding the text 	<ul style="list-style-type: none"> Organization: Connections between some ideas or events are implicit or subtle; organization is evident and generally sequential or chronological Text Features: If used, enhance the reader's understanding of content Use of Graphics: If used, graphic, pictures, tables, and charts, etc. are mostly supplementary to understanding the text 	<ul style="list-style-type: none"> Organization: Connections between ideas, processes or events are explicit and clear; organization of text is chronological, sequential or easy to predict Text Features: If used, help the reader navigate and understand content but are not essential to understanding content. Use of Graphics: If used, graphic, pictures, tables, and charts, etc. are simple and unnecessary to understanding the text but they may support and assist readers in understanding the written text
		<ul style="list-style-type: none"> Conventional: Dense and complex; contains considerable abstract, ironic, and/or figurative language Vocabulary: Complex, generally unfamiliar, archaic, subject-specific, or overly academic language; may be ambiguous or purposefully misleading Sentence Structure: Mainly complex sentences with several subordinate clauses or phrases and transition words; sentences often contain multiple concepts 	<ul style="list-style-type: none"> Conventional: Fairly complex; contains some abstract, ironic, and/or figurative language Vocabulary: Fairly complex language that is sometimes unfamiliar, archaic, subject-specific, or overly academic Sentence Structure: Many complex sentences with several subordinate phrases or clauses and transition words 	<ul style="list-style-type: none"> Conventional: Largely explicit and easy to understand with some occasions for mo Vocab: familiar Sentence compo 	<ul style="list-style-type: none"> Conventional: Explicit, literal, straightforward, easy to understand
		<ul style="list-style-type: none"> Purpose: Subtle and intricate, difficult to determine; includes many theoretical or abstract elements 	<ul style="list-style-type: none"> Purpose: Implicit or subtle but fairly easy to infer; more theoretical or abstract than concrete 	<ul style="list-style-type: none"> Purpose based 	
KNOWLEDGE DEMANDS		<ul style="list-style-type: none"> Subject Matter Knowledge: Relies on extensive levels of discipline-specific or theoretical knowledge; includes a range of challenging abstract concepts Intertextuality: Many references or allusions to other texts or outside ideas, theories, etc. 	<ul style="list-style-type: none"> Subject Matter Knowledge: Relies on moderate levels of discipline-specific or theoretical knowledge; includes a mix of recognizable ideas and challenging abstract concepts Intertextuality: Some references or allusions to other texts or outside ideas, theories, etc. 	<ul style="list-style-type: none"> Subject commo discipli include compli Interte to othe 	

Reader and Task Considerations

After analyzing a text for complexity, consider

- the needs and interests of the **reader (your students)**, and
- the type of **task** that will support students in comprehending the text's meaning(s).

Reader Considerations

- Will my students enjoy this text? Will they find it engaging?
- What will challenge my students most in this texts? What supports can I provide?

Task Considerations

What do you want students to demonstrate after reading this text? (e.g. key text understanding, academic vocabulary, fluency, etc.?)

• Use the answer to identify which **Tennessee Academic Standards** will be the instructional focus of the text and the content of questions about the text

Based on clear understanding of each child's reading ability, what aspects of the text will likely pose the most challenge for your children?

• Use the answer to guide the design of instructional **supports** so that all the children can access the text independently and proficiently through multiple readings of the text

How is this text best presented to children and how can this text be used with other texts?

• Use the answer to determine how the text "fits" with a larger **unit** of instruction. Can the text serve as an "anchor" text? Does the text require background knowledge that could be learned by reading other texts?

Collection of Effective Resource Sets

Creating Learning Resource Sets

What is a text set?

A text set is a collection of related texts organized around a topic, theme, or line of inquiry. Text sets are related texts from different genres and media, such as books, charts, maps, informational pamphlets, poetry, videos, etc.

The purpose of study for a given text set is determined by an anchor text. An anchor text is a complex read aloud text that introduces the themes and major concepts that will be explored through the text set. The anchor text is often read aloud to students more than once.

The number of texts in a set can vary depending on purpose and resource availability. What is important is that the texts in the set are connected meaningfully to each other, build knowledge and vocabulary of a specific topic, and that themes and concepts are sufficiently developed in a way that promotes sustained interest for students and the deep examination of content.

Step One	
<i>Identify the Anchor Text and Formulate a Line of Inquiry for the Set</i>	The first step is to identify an anchor text and formulate an overall line of inquiry for the set. This can happen in either order. An educator may first identify an anchor text, from which they formulate a line of inquiry for the set OR an educator may choose to first identify a topic for a unit of study and then seek out an anchor text around which to build the set. The most important part of this step is that the anchor text be a grade-level complex text that meets the complexity demands of the Standards and is worthy of the time and attention of students. Without a rich anchor text, it is impossible to create a worthwhile text set.
Step Two	
<i>Step Two: Use Databases to Research Texts around the Topic</i>	Once you have identified the anchor text and line of inquiry for your set, you can use a variety of databases to search for texts. Sometimes you will need to adjust your search terms to find a range of texts on a topic. Several databases allow you to organize texts according to quantitative measure (http://www.lexile.com/fab/).
Step Three	
<i>Step Three: Evaluate Texts for Inclusion in the Set</i>	<ul style="list-style-type: none"> Does the text contribute to the students building a body of knowledge connected meaningfully to the anchor text? Is the text worthy of student time and attention? Does the text contribute to a range and balance of text types and formats in the overall set? Does the text contain new information that students likely don't already know? Does the text build background knowledge that will help students comprehend later texts and experiences? Does the text contain information that is useful in the real world? Does the text contain information that is relevant to students' needs or interests? Does it help them answer questions or solve problems?

Blank Text Set

Text Set Title:	
Text Set Grade Placement:	
Enduring Understandings	
Text and Resources (Indicate in what order the supporting works are to be introduced and taught.)	
Anchor Text	Title: Author: Book(s) 1. 2. Article(s) 3. 4. Poem(s) 1. 2. Infographic(s) 3. 4. Other Media 5. 6. Supporting Works will be introduced/taught in the following order:
Standards	
Knowledge	Skills
Extension Task	

Creation of Text Dependent Questions for Literal, Inferential, and Analytical Understanding

Creating Questions for Deep Reading

1. Consider central themes, main ideas, and key supporting details from the text to build into learning activities, including the culminating task.
2. As you consider the important learning to be obtained, create and sequence questions to build understanding at the literal, inferential, and analytical levels.
 - Literal-Understanding what the text says at a surface level from the key ideas and details
 - Inferential-Understanding what the means and how it works from the perspective of craft and structure of the text
 - Analytical-Synthesizing and analyzing the text for deeper meaning with a particular focus on the integration of knowledge and ideas
3. Locate the most powerful conversational, general academic, and domain specific words in the text and integrate questions and discussions that explore their role into the set of questions above.
4. Take stock of what standards are being addressed in the series of questions above. Then decide if any other standards are suited to being a focus for this text. If so, form questions that exercise those standards.
5. Consider if there are any other conversational, general academic, and domain specific words that students that would enhance learning. Build discussion planning or additional questions to focus attention on them.
6. Find the sections of the text that will present the greatest difficulty and craft questions that support students in mastering these sections. These could be sections with difficult syntax, particularly dense information, and tricky transitions or places that offer a variety of possible inferences.
7. Develop a culminating activity around the central themes, main ideas, and key supporting details identified in #1. A good task should reflect mastery of one or more of the standards, involve writing, and be structured to be done by students independently.

-Downloaded and adapted from <http://achievethecore.org/page/45/short-guide-to-creating-text-dependent-questions>

Steps in Question Planning

Step 1: Structure the discussion to complement the text, the instructional purpose, and the readers' ability and grade level.		
Category of Comprehension	Description	Question Options
Locate and Recall	Identify the main ideas and supporting details; find elements of a story; focus on small amounts of text	<ul style="list-style-type: none"> • What is the main idea of this section? • What details did the author give about _____? • Who were the main characters in _____?
Integrate and Interpret	Compare and contrast information or actions by characters; examine connections across parts of text; consider alternatives to what is presented in the text; use mental images	<ul style="list-style-type: none"> • How did (character) feel when _____? Why did he feel that way? • What connections can we make to events/facts across the text? • What similarities and differences do we see with _____?
Critique and Evaluate	Assess text from numerous perspectives, synthesizing what is read with other texts and other experiences; determine what is most significant in a passage; judge whether and the extent to which certain features in the text accomplish the purpose of the text; judge either the likelihood that an event could actually occur or the adequacy of an explanation in the text	<ul style="list-style-type: none"> • What do you think is the most important message in this text? • How well did the author describe the new ideas in what you just read? • If the author asked you what she could have done differently or better to help other students understand, what would you tell her? • How might (character) behave in the future based on her experience in this story?
Step 2: Develop discussion questions that require students to think deeply about text.		
Discussion Questions	Teachers should develop higher-order questions that encourage students to think deeply about what the text means rather than simply recalling details.	<ul style="list-style-type: none"> • Why did _____? • What do you think _____? • If you were the author _____? • What does _____ remind you of and why?
Step 3: Ask follow-up questions to encourage and facilitate discussion.		
Follow-up Questions	Teachers should ask students to refer to the text to justify their answers. Depending on the grade level, this may mean recalling events and passages in the text or pointing to illustrations to justify their answers. Follow up questions should both provide students with a model for thinking about the text and its meaning more actively, and help them learn to construct and support opinions with textual evidence.	<ul style="list-style-type: none"> • What makes you say that? • What happened in the book that makes you think that? • Can you explain what you meant when you said _____? • Do you agree with what _____ said? Why or why not? • How does what you said connect with what _____ already said? • Let's see if what we read provides us with any information that can resolve _____'s and _____'s disagreement. • What does the author say about that?
Step 4: Have students lead structured small-group discussions.		

-Retrieved and adapted from Shanahan, T., Callison, K., Carriere, C., Duke, N. K., Pearson, P. D., Schatschneider, C., & Torgesen, J. (2010). Improving reading comprehension in kindergarten through 3rd grade: A practice guide (NCEE 2010-4038). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from whatworks.ed.gov/publications/practiceguides

Implementation of Impactful Vocabulary Instruction

Teaching Vocabulary through Interactive Read Alouds

Step 1: Read the text closely and list all of the words that seem likely to be unfamiliar to students. Focus on the Tier 2 words.

Step 2: Note which words are most significant to comprehending the plot or meaning of the text.

Step 3: Note which words have meanings that are easily conveyed by the story's context, such as through illustrations or dialogue.

Step 4: Note which words have meanings that students can identify with, that are likely to appear in other texts, or that students are likely to hear in other settings, such as during a conversation with a parent or while watching a movie.

Step 5: Choose 2-4 vocabulary words from your list that are significant to comprehending the plot or meaning of the text, with meanings that aren't easily conveyed through context, and that students can identify with and will encounter in other settings. These are the words you should teach through **explicit instruction**.

Step 6: Create "kid-friendly" definitions for the words you'll teach explicitly, determine gestures that emphasize the words' meaning, and find visuals that supports students' understanding of the words' meaning.

Step 7: Revisit the rest of the words you identified. Determine which words' meanings can be conveyed quickly or through context and would be best taught through **implicit instruction**. Decide how you will convey the meanings of these words to your students, either by pointing to an illustration or stating a common synonym. Also, determine which words require explicit definitions and would be best taught through **embedded instruction**.

Tier 2 Word	Is this word significant to comprehending the plot or meaning of the text?	Is the meaning of this word conveyed through context?	Can students identify with the meaning of this word?	Are students likely to encounter this word in other settings?	What is the best instructional method for teaching this word (explicit, implicit, embedded)?

Word:	Visual:
Student-friendly definition:	
Sentence (using familiar context):	
How the word is used in the book:	

Gesture: _____

Application of Think Alouds for Meaning-Making

Think Aloud Planning

Effective Strategy	Description	Think Aloud Stems
Activating Prior Knowledge	Students think about what they already know and use knowledge in conjunction with other clues to construct meaning from what they read or to hypothesize what will happen next in the text. It is assumed that students will continue to read to see if their predictions are correct.	As I think about this topic, I know that... From what I have already read, the meaning that I am constructing is... The author's clues (or ideas) cause me to predict that...
Questioning	Students develop and attempt to answer questions about the important ideas in the text while reading, using words such as where or why to develop their questions.	I wonder why... I am curious about... I am interested in learning how...
Visualizing	Students develop a mental image of what is described in the text.	As I read the author's words, I see... As I am reading, the pictures that are forming in my mind are...
Monitoring, Clarifying, and Fix Up	Students pay attention to whether they understand what they are reading, and when they do not, they reread or use strategies that will help them understand what they have read.	One part that left me confused was... One area that I will go back and reread is... One strategy that I will use to help me understand is...
Drawing Inferences	Students generate information that is important to constructing meaning but that is missing from, or not explicitly stated in, the text.	Based on what I know and the text clues, I infer... The text evidence and my own knowledge leads me to think that...
Summarizing/Retelling	Students briefly describe, orally or in writing, the main points of what they read.	My understanding of the text in my own words is... The passage says that... The main points from my reading are...

Synthesis of Multiple Texts

“Synthesizing involves combining new information with existing knowledge to form an original idea or interpretation.”
(Harvey & Goudvis, 2000)

Text Synthesis

Topic _____

What I know about the topic...

What the resources say about the topic			
Resource #1 Information	Resource #2 Information	Resource #3 Information	Resource #4 Information

My new thinking based on what I know and the information I have learned from the resources...

Creation of Authentic Culminating Tasks


Developing Culminating Tasks

Teachers must make purposeful matches between text, task, and reader.

- Wessling, 2013

Teaching is a means to an end. Having a clear goal helps us educators to focus our planning and guide purposeful action toward the intended results.

- Center for Teaching, 2015



Remember...

All students need regular practice with rigorous and standards-aligned instructional tasks that require listening, speaking, and writing. Instructional tasks should push students to think deeply about a text and to make connections across texts and to the broader world.

What is a Culminating Task?

A culminating task is an instructional activity that students complete after deep study of a text. The culminating task prompts students to think about the most important meanings presented in the text and gives them an opportunity to demonstrate their comprehension.

Culminating tasks help students build critical thinking and textual analysis skills, and give them meaningful practice in articulating and defining ideas, supported by evidence, through speaking, drawing, and writing.

An effective culminating task should:

- Support students in comprehending the meaning(s) of the text
- Hinge on a thoughtful prompt that is based on Tennessee Academic Standards
- Provide opportunities to express comprehension through speaking, drawing, or writing
- Be appropriately complex
- Be text dependent
- Be clear – not a “gotcha”
- Require textual evidence
- Pull from complex portions of the text
- Require analysis, synthesis, and evaluation of the text
- Require thoughtful reading and rereading of the text
- Should be a culmination of instruction that sets students up for success

Hess' Cognitive Rigor Matrix & Curricular Examples: Applying Webb's Depth-of-Knowledge Levels to Bloom's Cognitive Process Dimensions - ELA

Revised Bloom's Taxonomy	Webb's DOK Level 1 Recall & Reproduction	Webb's DOK Level 2 Skills & Concepts	Webb's DOK Level 3 Strategic Thinking/ Reasoning	Webb's DOK Level 4 Extended Thinking
Remember Retrieve knowledge from long-term memory, recognize, recall, locate, identify	<ul style="list-style-type: none"> Recall, recognize, or locate basic facts, details, events, or ideas explicit in texts Read words orally in connected text with fluency & accuracy 			
Understand Construct meaning, clarify, paraphrase, represent, translate, illustrate, give examples, classify, categorize, summarize, generalize, infer a logical conclusion, predict, compare/contrast, match like ideas, explain, construct models	<ul style="list-style-type: none"> Identify or describe literary elements (characters, setting, sequence, etc.) Select appropriate words when intended meaning/definition is clearly evident Describe/explain who, what, where, when, or how Define/describe facts, details, terms, principles Write simple sentences 	<ul style="list-style-type: none"> Specify, explain, show relationships, explain why, cause-effect Give non-examples/examples Summarize results, concepts, ideas Make basic inferences or logical predictions from data or texts Identify main ideas or accurate generalizations of texts Locate information to support explicit-implicit central ideas 	<ul style="list-style-type: none"> Explain, generalize, or connect ideas using supporting evidence (quote, example, text reference) Identify/make inferences about explicit or implicit themes Describe how word choice, point of view, or bias may affect the readers' interpretation of a text Write multi-paragraph composition for specific purpose, focus, voice, tone, & audience 	<ul style="list-style-type: none"> Explain how concepts or ideas specifically relate to other content domains or concepts Develop generalizations of the results obtained or strategies used and apply them to new problem situations
Apply Carry out or use a procedure in a given situation, carry out (apply to a familiar task), or use (apply) to an unfamiliar task	<ul style="list-style-type: none"> Use language structure (pre/suffix) or word relationships (synonym/antonym) to determine meaning of words Apply rules or resources to edit spelling, grammar, punctuation, conventions, word use Apply basic formats for documenting sources 	<ul style="list-style-type: none"> Use context to identify the meaning of words/phrases Obtain and interpret information using text features Develop a text that may be limited to one paragraph Apply simple organizational structures (paragraph, sentence types) in writing 	<ul style="list-style-type: none"> Apply a concept in a new context Revise final draft for meaning or progression of ideas Apply internal consistency of text organization and structure to composing a full composition Apply word choice, point of view, style to impact readers' viewers' interpretation of a text 	<ul style="list-style-type: none"> Illustrate how multiple themes (historical, geographic, social) may be interrelated Select or devise an approach among many alternatives to research a novel problem
Analyze Break into constituent parts, determine how parts relate, differentiate between relevant-irrelevant, distinguish, focus, select, organize, outline, find coherence, deconstruct (e.g., for bias or point of view)	<ul style="list-style-type: none"> Identify whether specific information is contained in graphic representations (e.g., map, chart, table, graph, T-chart, diagram) or text features (e.g., headings, subheadings, captions) Decide which text structure is appropriate to audience and purpose 	<ul style="list-style-type: none"> Categorize/compare literary elements, terms, facts/details, events Identify use of literary devices Analyze format, organization, & internal text structure (signal words, transitions, semantic cues) of different texts Distinguish relevant-irrelevant information, fact/opinion Identify characteristic text features; distinguish between texts, genres 	<ul style="list-style-type: none"> Analyze information within data sets or texts Analyze interrelationships among concepts, issues, problems Analyze or interpret author's craft (literary devices, viewpoint, or potential bias) to create or critique a text Use reasoning, planning, and evidence to support inferences 	<ul style="list-style-type: none"> Analyze multiple sources of evidence, or multiple works by the same author, or across genres, time periods, themes Analyze complex/abstract themes, perspectives, concepts Gather, analyze, and organize multiple information sources Analyze discourse styles
Evaluate Make judgments based on criteria, check, detect inconsistencies or fallacies, judge, critique			<ul style="list-style-type: none"> Cite evidence and develop a logical argument for conjectures Describe, compare, and contrast solution methods Verify reasonableness of results Justify or critique conclusions drawn 	<ul style="list-style-type: none"> Evaluate relevancy, accuracy, & completeness of information from multiple sources Apply understanding in a novel way, provide argument or justification for the application
Create Reorganize elements into new patterns/structures, generate, hypothesize, design, plan, produce	<ul style="list-style-type: none"> Brainstorm ideas, concepts, problems, or perspectives related to a topic or concept 	<ul style="list-style-type: none"> Generate conjectures or hypotheses based on observations or prior knowledge and experience 	<ul style="list-style-type: none"> Synthesize information within one source or text Develop a complex model for a given situation Develop an alternative solution 	<ul style="list-style-type: none"> Synthesize information across multiple sources or texts Articulate a new voice, alternate theme, new knowledge or perspective

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Hess, K., Carlock, D., Jones, B., & Walkup, J. (2009). What exactly do “fewer, clearer, and higher standards” really look like in the classroom? Using a cognitive rigor matrix to analyze curriculum, plan lessons, and implement assessments. In Hess' Local Assessment Toolkit: Exploring Cognitive Rigor. Available (online) http://www.nciea.org/cgi-bin/pubspage.cgi?sortby=pub_date Educational Research and Action.

Gots and Wants

- Record your “gots.”
 - What are the things you learned in this training that you are excited to implement? What are the things you want us to be sure to continue to do in future training sessions?
- Record your “wants.”
 - What do you hope the next training session will cover? What can we provide additional information on as we support you in the field? What can we do to make the next training session better?
- Place your post-its on the “Gots” and “Wants” poster on your way out.

The logo consists of a red square with the white letters "TN" inside. Below the square is a thin blue horizontal bar.

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